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ABSTRACT

The workbook is designed to help foster parents and youth in substitute care to work together to assess, develop, and practice employment skills, and to maintain a record of demonstrated skills that will accompany the youth throughout his or her stay in foster care. The workbook begins with a comprehensive skills assessment, and each skill is keyed to a set of possible exercises. Four competency areas in the employment domain are included: pre-employment, work maturity, basic education, and job specific proficiency. In the area of pre-employment, exercises focus on career decision-making and job search skills, such as identifying necessary training for particular vocational areas, completing job applications, and answering interviewers' questions. Work maturity exercises address the skill areas of demonstrating good attendance and punctuality at work, notifying supervisors if tardiness or absence is anticipated, obtaining transportation to and from the work site, completing assigned tasks, following directions, asking questions, following the dress code, and handling frustration and stress. Basic education skills include reading and comprehending written material, writing English, and solving mathematics problems at the eighth grade level. Job-specific proficiency skills focus on knowledge of work-related terminology and operation of tools and equipment. Includes five references. (JDD)

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Employment

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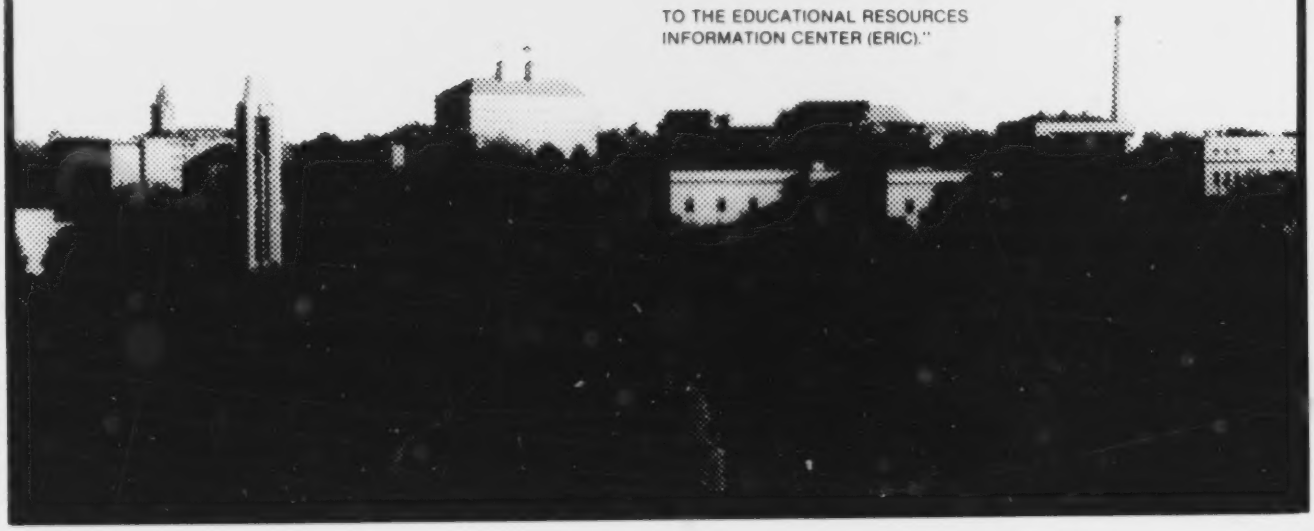

EC 233401

Together to Self Sufficiency:
An Independent Living Lifebook
Employment

John Poertner, D.S.W., Project Director

Laurie Knutson, MSW, Author

The University of Kansas
School of Social Welfare
Twente Hall
Lawrence, KS 66045

(913) 864-4720

Together to Self Sufficiency: An Independent Living Lifebook

Employment

The transition from being provided care to independence is difficult for most youth. The desire for self sufficiency and "making it on my own" is tempered with fears of inadequate income, housing, friends, and opportunities. The 17-year-old who has never tried to find, interview for, or hold a job is at a great disadvantage. He or she is likely to be unemployed or find only the lowest paid non-rewarding job. A youth who begins adulthood without the ability to independently seek education, training, and adequate employment--without the ability to manage from one paycheck to the next--without the ability to make friends--starts down a road of potential failure.

Youth who do not have a family of origin to help prepare them for self-sufficiency face problems and challenges. These youth frequently suffer decreased feelings of self-worth and competence as a result of being placed in substitute care. For some youth, their family of origin did not have the resources to teach the beginnings of problem solving, decision making or daily living skills. Parenting for those who have experienced several substitute care placements is likely to have been loving and caring but uneven in the preparation for self-sufficiency. These youth have not had the continuity required to learn and develop independence. Some youth in substitute care experience developmental, learning or emotional problems that make learning self-sufficiency skills more difficult. These youth require skills to be broken down into smaller tasks and need more opportunities to practice their use.

The preparation for independence that youth received prior to discharge from substitute care is varied. According to Cook and Ansell (1986), 63% of youth in four states had received no independent living services. The service most likely to be provided to youth in substitute care is psychological counseling (45%). Only four other services were provided to at least 35% of youth (social skills, job search information, sex and birth control information and budgeting skills). The "service area in which youth were provided the most experience before discharge was employment (62%) of the youth had at least one job while in care" (p. 7), although it was difficult for youth to maintain a job. In addition, "youth in care were discharged with minimal experience in living on their own (15%) had experienced independent living arrangements. This lack of preparation included a lack of training in basic living skills, no high school diploma, and/or lack of a support system to turn to once they were discharged" (Cook & Ansell, p. 7).

While counseling and employment are needed, it is apparent that more attention needs to be given to other areas as well. Turnbull and Summers (1984), among others, suggest that when people know how to function in a set of life domains they have more satisfying and productive lives. These domains include economic (generating income, budgeting), physical (provision of food, clothes, health care, transportation, home maintenance), rest and recuperation (recreation, hobbies), socialization (interpersonal

relationships, social skills), self-definition (self image, recognizing strengths), affection (companionship, intimacy, expressing emotions), guidance (problem solving, advice and feedback), education (school work, continuing education), vocational (career choice, interests and problems). To become independent, youth need preparation in all of these life domains.

Foster parents are key to youth in substitute care learning independent living skills. Yet there are many characteristics of the foster care system which make this difficult. As youth move from placement to placement foster parents and youth are consumed with the youth's adjustment to a new environment. Each child has his/her individual learning style, acquired skills and skill deficits. There is no easy way for the child and foster parent to identify the independent living skills the youth has, those requiring development, the youth's learning style or learning capability.

Programs to assist foster parents and youth to acquire independent living skills are on the rise. What is needed are more materials to assist foster parents to work with youth toward assessing and developing independent living skills. Some materials have been developed for this audience. Ready or Not and Making It On Your Own include several life domains and are two examples of existing material with useful exercises. Ready or Not (Dvorak & Mason, 1985) covers four life domains in addition to planning. It presents much useful material and some exercises. Making It On Your Own (Ansell, 1983) and its supplement (Chandler & Wintker, n.d.) covers a much wider range of life domains with many very useful exercises. Neither of the books includes very many skills and exercises. The Together to Self Sufficiency Lifebook builds on these beginning efforts. Youth and foster parents can use the lifebook as a workbook for assessing independent living skills, developing and practicing independent living skills, and maintaining a record of demonstrated skills which will accompany them throughout their stay in foster care.

The uniqueness of the lifebook includes:

- *Comprehensiveness.* The Turnbull Family Systems model is used to assure that all important areas of functioning are included.

- *Organization.* Each chapter of the lifebook covers a life domain of the Turnbull model.

* Economic	* Socialization	* Guidance
* Physical	* Self Definition	* Education
*Rest and Recuperation	* Affection	* Vocational

- *Audiences.* This lifebook is designed to be used collaboratively by foster parents and youth.

- *Self Paced.* Each chapter begins with a comprehensive skills assessment. Youth and foster parents can begin with any chapter and any set of skills, recognize the youth's current skills and develop new ones.

- *Practical Skill Development Exercises*. Each skill in the self assessment is keyed to a set of possible exercises for the youth and foster parent. Each skill also allows for the youth and foster parent to design their own exercises.

- *Competence Record*. The lifebook will list all of the skills in each domain with space for the youth to record when and how he/she demonstrated skill competence.

At this point two chapters of the lifebook have been drafted. These chapters cover the critical areas of employment and health. The skills and exercises have been developed with great care by drawing upon a large number of materials. Please share your experiences by writing or calling John Poertner.

References

Ansell, D. and Cook, R., Independent Living Services for Youth in Substitute Care, submitted to the Department of Health and Human Services, Administration for Children, Youth and Families, June, 1986.

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Chandler, N. and Wintker, J., Supplement to Making It On Your Own, University of Tennessee, College of Social Work, Office of Research and Public Service, 1984.

Kansas Task Force on Youth Competency, JTPA Youth Employment Competency System: A Model, Kansas Department of Human Resources, August, 1984.

Employment

Areas of Competency:

Pre-Employment
Work Maturity
Basic Education
Job-Specific Proficiency

EMPLOYMENT

The Kansas Task Force on Youth Competency (1985) lists four areas that are important to attend to if you are going to seek employment and stay employed. Let's start with a discussion of each area and an overview of needed skills in each of these areas.

Pre-Employment

This area can be divided into two parts: career decision-making and job-getting skills. Career decision-making skills can include awareness of self (likes, dislikes and values relevant to career choices), labor market information, the understanding of specific jobs of interest, and educational planning. Job-getting skills include job search techniques, job interviewing skills, resume writing and employment application skills.

Work Maturity

Work maturity has to do with being ready to take on a job. It also involves skills that are important if you are to maintain your position at work. Some people go into a job with past experience. This adds to their awareness of what skills are needed in this area. Others, who are employed for the first time, may need some assistance with certain behaviors that are necessary to possess if employment is to be a success.

Work maturity skills can include positive work habits, attitudes and behavior such as punctuality (being on time), regular attendance, presenting a neat appearance and getting along with others. Other skills include working well with others, getting work done in a timely manner, following instructions and showing initiative.

Basic Education

This area has to do with being able to demonstrate the basic reading, writing and computation (math) skills that are necessary for successful entry into the work force.

Job Specific Proficiency

This area is relevant once you are employed or are enrolled in some sort of formal training or educational program. Being competent in this area indicates that you are successfully demonstrating skills that are necessary to maintain employment in a certain occupation. Skills will vary depending on the job or training you have selected. Although the skills may be different, they should include knowledge of terms, use of equipment or tools, required technical skills and even safety procedures if appropriate.

SKILLS

The four areas of competency previously discussed can be broken down into a number of individual skills. Your next step is to read the list of skills provided on the following pages. A scale that is located under each skill can help you determine for yourself, with the help of your caregiver (house parent, foster parent, etc.), just where you are in terms of understanding and knowing how to perform each skill. The scale goes from 1 to 10. The number 1 is at the bottom of the scale, indicating very little is known about a certain skill. Ten means that you are confident about knowing how to perform a skill.

After reading the skill, circle the number between 1 and 10 that best describes how much you know about the skill. If you circle a number that falls under the number 8, you can refer to the page number under the scale. This page will have several exercises on it that, once completed, will help assure that you can perform the skill. The exercise pages also contain a blank portion so that you and your "helper" can come up with additional exercises if the ones presented are not appropriate for you.

Pre-Employment: Career Decision-Making Skills

I can:

- identify current vocational or career interests.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 10

- demonstrate some knowledge about my selected vocational or career interest.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 12

- identify certain personal skills and strengths that I think would make me suitable for my chosen vocation or career.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 14

- identify what training, education or experience is required to pursue my vocational or career interest.

Exercises: pg. 16

- identify employers in my community who would hire a person with the same occupational background as the one I am interested in.

Exercises: pg. 17

- identify resources (people or agencies) in my community that can help me prepare to begin to look for employment.

Exercises: pg. 19

- demonstrate knowledge about how my chosen occupation will help me meet my long-term goals.

Exercises: pg. 22

Job-Getting Skills

I can:

- demonstrate knowledge about what steps are involved in looking for employment.

Exercises: pg. 24

- list previous employers (if any) and what tasks I performed for them.

Exercises: pg. 25

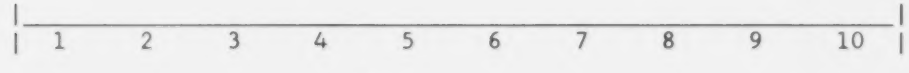
- list previous related volunteer experiences (if any) that would relate to my current occupational or job interest.

Exercises: pg. 28

- list my educational background and areas that I excel in.

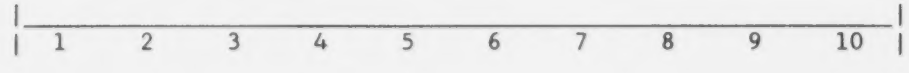
Exercises: pg. 29

- demonstrate that I am completing, or have completed, high school or a GED.



Exercises: pg. 30

- list the tools, office equipment or machines that I know how to use safely and effectively.



Exercises: pg. 32

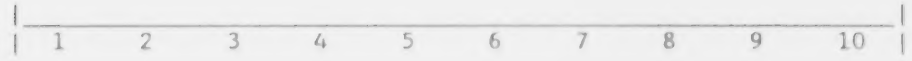
- demonstrate that I have some knowledge about questions that are commonly asked by employers in job interviews.

Exercises: pg. 33

- demonstrate that I have, or know how to get, the following: Social Security card, driver's license or other picture identification.

Exercises: pg. 36

- demonstrate the ability to format and write a resume.



Exercises: pg. 38

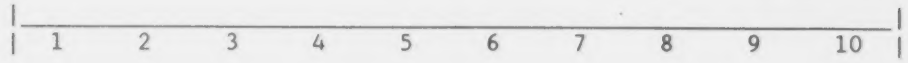
- fill out a job application in a satisfactory manner in the following areas: neatness, accuracy/completeness, legibility, spelling/grammar, and following directions.

Exercises: pg. 41

- satisfactorily answer questions in a job interview.

Exercises: pg. 33

- demonstrate good attendance and punctuality at work.



Exercises: pg. 46

- demonstrate that I know how to notify my supervisor if it is anticipated that I will be late or absent.

Exercises: pg. 49

- obtain transportation (if needed) to and from my worksite.

Exercises: pg. 51

- Complete assigned tasks to the satisfaction of my supervisor.

Exercises: pg. 55

- demonstrate the ability to complete tasks on time.

Exercises: pg. 56

- demonstrate the ability to follow directions and ask questions.

Exercises: pg. 58

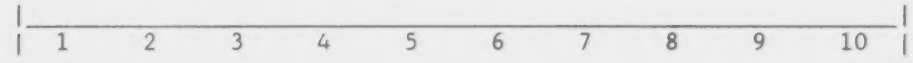
- demonstrate a willingness to listen and learn.

Exercises: pg. 59

- demonstrate the ability to solve work-related problems or situations with help from a supervisor or co-workers.

Exercises: pg. 61

- demonstrate that I am following the worksite "dress code."



Exercises: pg. 63

- demonstrate healthy ways for handling frustration and stress that is work-related.

Exercises: pg. 65

Basic Education

I can:

- read and comprehend written material at the 8th grade level.

Exercises: pg. 67

- demonstrate an acceptable level of written English proficiency at the 8th grade level.

Exercises: pg. 68

- demonstrate an acceptable level of proficiency in mathematics at the 8th grade level.

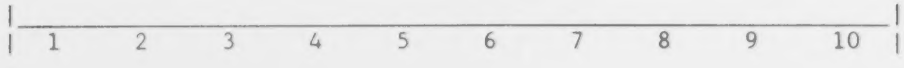
Exercises: pg. 70

Job-Specific Proficiency

- demonstrate that I have sufficient knowledge of important work-related terms or phrases.

Exercises: pg. 71

- demonstrate that I have the knowledge necessary to operate any tools or equipment at my worksite in a safe manner.



Exercises: pg. 72

CAREER DECISION-MAKING SKILLS

EXERCISES

Skill: Identifying Vocational or Career Options

In the spaces below, list three vocational or career options that are of interest to you:

_____

_____

_____

1. If you are unsure of your interests, take a few moments to review the list below. Choose three options; write these in the spaces above.

Food Service	Flight Attendant
Child Care	Armed Forces
Custodial Service	Law Enforcement Personnel
Lawn Maintenance	Electrician
Secretary	Cosmetologist
Medical Tehnician	Auto Mechanic
Dental Technician	Welder
Veterinarian Assistant	Computer Science
Mason	Floral Designer
Carpenter	Truck Driver

2. If none of the occupations on the previous list appeal to you try the following exercise.

   Take a piece of paper and write down jobs or educational opportunities that you have heard people talk about.

   Think about an occupation that you found interesting while watching t.v., reading a magazine, or talking with a friend.

   Do members of your family or other people you know have careers in a field you might be interested in? If so, list these in the spaces provided at the beginning of this exercise.

3. Another good way to come up with occupational interests is to look under Employment Opportunities in the classified section of your local paper. Sunday is a good day to do this.

   Go through the ads. Clip out at least three job or educational opportunities that appeal to you. Glue or tape them in the space provided below.

My own ideas or exercises:

Skill: Knowing Information About Your Selected Occupational Interest

While knowing what you want to do is important, it is also necessary to know certain facts about your selected career or vocational interest.

To help you find out how much you already know, answer the following questions.

a) What is the starting wage for this occupation?

_____

b) What is the average wage for this occupation?

_____

c) Are employers hiring for this position in my community?

_____

d) Will there be a demand for this position in the future?

_____

e) Will I need a special permit, license or certificate to perform this occupation?

_____

f) What tasks would I perform at this occupation?

_____

_____

_____

_____

_____

_____

If you are unsure about any of the questions above, complete the following exercises.

1. If there is a Job Service office near you, contact a JTPA representative and ask if you can set up an appointment with the representative. You may want to tell the representative that you have several occupational interests in mind and that you would like to discuss the above questions. The JTPA representative may be a great resource for you in the future as well.

2. You may also contact someone you know who is in the occupation you are interested in. Usually you will find people very eager to tell you about the work they do. Let the person know why you're interested in knowing the answers to these questions. If they cannot assist you, they may know someone who can.

3. Go to the library. Look up the occupational interests that you would like to know more about in the card catalog. Check some books out and do some reading about each occupation or option that you are interested in. When you find the answers to the questions listed for this skill, fill in the blanks. Just a reminder, if you can't find what you're looking for in the library, ask the librarian for assistance.

   A good place to start at the library might be with the book, Forecasting the Impact of New Technologies on the Future Job Market (1984), by Russell W. Rumberger and Henry M. Levin.

4. If you see an ad in the paper that interests you read it closely. Many times a job description may accompany the ad. If a job description is not printed, call the company or individual that placed the ad (if a phone number is provided). Ask if they could send you a job description or could give you more information about the occupation that you read about.

My own ideas or exercises:

Skill: Identifying Personal Skills and Strengths

Everyone has certain skills and strengths that are unique. You have things that you excel at, or attributes that are a part of your personality that would make you suitable for a vocation or career. Now, your task is to come up with a personal list of skills and strengths that would assist you in getting or maintaining the job or training that you want.

List at least 5 skills, strengths or attributes that would help you get or maintain the occupational interest of your choice.

a)

b)

c)

d)

e)

Others:

1. If you need to add more to your list, try answering the following questions. They may help you come up with some more strengths, skills and attributes.

   a) What classes in school have I really enjoyed?

   b) What classes have I done well in?

   c) Would the things that I learned in these classes or others help me to get or keep the job of my choice?

      If so, how?

   d) What tasks that I performed at my previous job or volunteer experiences would help me with my current interests?

How would these help?

e) What personal attributes do I possess that would benefit me in my chosen occupation? For example, do you work well with others? Do you learn quickly?

2. Sometimes it is helpful to get feedback from others when assessing our skills and strengths. Sit down with someone and ask them to give you some feedback about yourself. A teacher, friend, or past employer may be able to give you some valuable insight into your strengths that you might not be aware of. Ask them the questions in exercise 1, or think up your own.

3. Other people around you may be job searching too. Set aside a time when at least three of you can meet. Ask each other for suggestions and feedback about personal strengths, attributes or skills. Oftentimes, doing work in a group can generate lots of ideas. This is also a helpful exercise to use because other people often see us differently than we see ourselves.

My own ideas or exercise:

Skills: Identifying Necessary Training, Education or Experience and Where to Find It

Different types of occupations require varying kinds of preparation. Knowing what kind of preparation is needed and where to get it will help you get the job that you want. Preparation may mean attending classes, vo-tech school or on-the-job training. In any case, it is valuable to know what preparation you will need in order to make plans for your future.

Based on my occupational interests I will need one or more of the following:

Check your response:

Vocational technical school	_____
High school diploma or GED	_____
On-the-job training	_____
Apprenticeship	_____
College or university courses	_____
Other	_____

1. Look at the classified ads for employment that you may have clipped out of the paper and used with an earlier exercise. Sometimes the ad will state what requirements or preparation are needed for the job. If the ad does not specify this, call or write to the agency or individual who placed the ad and ask them for these requirements. Even if it is not the exact job that you are interested in, finding out this information will give you some idea as to what employers are looking for when hiring qualified people.

2. If you have a Job Service office near you, contact the JTPA representative. Make an appointment with the representative to discuss your occupational interests and what preparation you may need. Many times the representative can give you information (packets, pamphlets, etc.) that detail the training or education that you need.

3. Again, the library is a good source to use when identifying what preparation you will need for your occupation. Look through some books about your job interests and find out what is required.

4. Once you know what preparation you will need the next piece is finding it. Talk to others with similar occupations and find out where they went to school or got training. This may mean talking to friends or calling a person in your chosen field. The yellow pages of a phone book are helpful to use. Many times occupations or services are listed and can provide you with names and numbers of people who may be willing to talk to you about how they prepared themselves for the jobs that they have had or are holding at the present time.

My own ideas or exercises:

Skill: Identifying Employers in Your Community Using Employees Trained in the Area You are Interested In

If you have completed some of the previous exercises, you may already be aware of "who is hiring who" in your community. If this is the case, you can measure your knowledge by listing three employers in your community who hire people in your chosen occupation.

_____

_____

_____

1. If you live near a college or university call the administration or student affairs office and request a school catalog. Oftentimes, the type of catalog will contain information about each department or school within the educational institution. This information will also give you names of people who you can contact in order to find out what kinds of employers in your community hire people in your chosen occupation.

2. Colleges and universities also have areas (such as bulletin boards) in each school or department that list available jobs in your community or surrounding ones. Looking at these can give you some idea as to who the employers are that are doing hiring, where they are located, a contact person and the desired qualifications for employees.

3. Your area Job Service office is a good resource for this exercise. To see a Job Service representative is fairly easy. No appointment is necessary. You can walk in and ask to see a representative. The representative can tell you which employers are hiring, where they are located, what starting wage is and what qualifications the employer is searching for. The Job Service will also have lists of jobs currently available posted in the office for you to review without having to speak to a representative. While you are in the Job Service office, you can also make plans to talk to the JTPA representative. They can give you information on jobs and employers as well.

4. The newspaper is always a good place to look for employers in your area that are doing hiring in your chosen occupation. Look at the classified ads under <u>EMPLOYMENT</u> several times a week. Clip the ads that identify employers in your area who are hiring in your chosen occupation. Tape or glue them in the space below and use them for future reference.

My own ideas and exercises:

Skill: Identifying Resources That Can Help Prepare You to Begin to Look for Employment

Your community, or one near you, may have a wide range of services that can help prepare you for work. These services vary depending on where you live and what your needs are. It is a good idea to know what resources are available in your area because these agencies or individuals can help you obtain everything from counseling to financial aid.

To increase your knowledge of community resources complete the following matching checklist (KTFYC, pg. 16, 1985).

___ 1. Job Service Office	A. Physicals, immunizations, other health needs
___ 2. Community Action Center	B. Written and driving test for license
___ 3. SRS (Social and Rehabilitation Services)	C. Books, magazines and other resource material
___ 4. Vocational Rehabilitation	D. Carries job bank of local and state jobs; JTPA offices
___ 5. Continuing Education	E. Provides cash grants, food stamps, and other assistance
___ 6. County Health Department	F. GED testing center & advanced class
___ 7. Mental Health Department	G. Provides training and assessment for physically challenged people (other services also)

___ 8. Alcohol and Drug Abuse Center

___ 9. License Examiner

___ 10. Armed Forces Recruiting Center

___ 11. Public Library

___ 12. Social Security Administration

___ 13. County Courthouse

H. Emergency food assistance, clothing and government commodities

I. Property tax, vehicle license, marriage license, etc.

J. Applications for Social Security card

K. Counseling and testing services

L. Enlist in Armed Forces

M. Counseling for drug and alcohol abuse

1. Sit down with the list of resources above. Use a phone book and write down the service, its address and phone number in the space below. if you come across any other resources in the phone book, list these too.

2. After you have developed your list of resources write down the services that each provides. The Checklist provides you with some of the services offered, but not all. You can find out what services are offered by using the phone book or making a phone call to the agency or service. The library can also be a helpful resource to use when looking for more information about these services. You can write down the services offered next to the resources you listed for the previous exercise.

3. Sometimes agencies or programs require that you go through certain steps in order to obtain or qualify for their services. It is important to know these steps to save you time and to help you obtain these services quickly and effectively. For example, before you can qualify to receive food stamps you must get an application, fill it out, make an appointment to see a worker and be prepared to present documentation or proof of income and other information about yourself.

   For this exercise, find out how you can obtain the services or your community resource list. Questions you may want to ask include:

   a) Do I need an appointment? If so, with whom?

   b) Is there a cost for this service? If so, how much?

   c) Do I need to bring any important papers or documents with me? (e.g., birth certificate, identification, or proof of income, etc.)

   d) Will I need my guardian's or parents' signature on any forms I might fill out?

   These questions can be answered by asking a friend who has used a service before, by asking your caregiver or by making a quick phone call to the agency or program. Keep track of this information with exercise 2 of this skill or on another sheet of paper.

My own ideas or exercises:

Key: 1=D, 2=H, 3=E, 4=G, 5=F, 6=A, 7=L, 8=N, 9=B, 10=M, 11=C, 12=K, 13=I

Skill: Demonstrating Knowledge About How Your Chosen Occupation Will Meet Your Long-Term Goals

Many people have some idea about where they would like to be working in 5 or 10 years. For some, this idea changes periodically; for others it seems to remain the same. It isn't easy trying to decide where you want to be working or what you'd like to see yourself doing in the years to come. However, by using the occupation(s) that you find interesting now, you can practice demonstrating your knowledge about how a certain job or occupation fits into your plans for reaching your career goals.

Answer the following questions:

a) What occupation would I like to be working at in 5 to 10 years?

b) Would the occupation(s) or education/training I am interested in at this time help me to achieve my long-term goal?

c) My current occupational/career interest would help me meet my long-term goal(s) by:

- allowing me to save money for future training and/or expenses ___
- giving me some experience to a similar occupation ___
- helping me learn transferable skills ___
- assisting me in acquiring or building on my personal strengths ___
- allowing me to gain experience in the general work force ___
- allowing me to gain experience in supporting myself while I prepare for future work plans ___

1. Look at the statement(s) that you checked above. Sit down with your caregiver or a friend and talk about how each statement that you checked will help you meet your goal(s). Expand on each statement. For instance, what skills are you learning or would you learn that could help you at another occupation? Use the space below to write down how the statement(s) above would help you reach your goal(s).

2. It may be helpful to talk with people in the occupation you are interested in. By talking with them, you can find how they prepared for their current position or how their current occupation is helping them reach their own long-term goals.

3. Sit down and give some thought to your future. Ask yourself the following questions:

   How will I get to where I want to go with my career?

   What are the steps I need to go through in order to achieve my goal(s)?

   How can I begin these steps?

   Who can help me with these steps?

   What am I currently doing to help myself reach my goal(s)?

You may want to sit down with your caregiver or another adult who can help you plot out your plan for reaching your goal(s). Write your personal plan down and continually update it or change it if appropriate.

My own ideas or exercises:

JOB-GETTING SKILLS

EXERCISES

Skill: Demonstrating Knowledge Concerning the Steps Involved in Looking for Employment

Knowing what job you want and getting it are two different things. But knowing about your occupational choice and having important information about it (see Career Decision-Making Skills exercises) will enable you to be more effective and knowledgeable in your job search.

Name at least three places where you could begin to look for employment:

_____

_____

_____

1. One of the easiest places to look for employment is in your local newspaper. The classified ad section in your paper will contain daily entries of available jobs. Look through the paper as often as you can. Clip out the jobs that you are interested in. These entries in ads may tell you who to call, where to send a resume, and where to call or how to contact the employer. These ads may also include the necessary requirements or skills that the employer is searching for in a potential employee.

   Save these ads. You can use them later if you wish to contact the employer about possible job openings in the future.

2. Contact your local Job Service office. They take individuals on a walk-in basis. Usually they will have you fill out a short form listing the kinds of jobs that you are interested in. You will find the job openings listed in the office. Once the Job Service representative talks with you, he or she may be able to suggest other openings as well.

3. Call or contact the employer of your choice. Ask if they are doing any hiring at this time. If they are, ask if you can pick up an application for employment. Find out where you go to pick up the application and who can give it to you. It might also be a good idea to ask when you need to return it to them. If you have some questions about the job, this may be a good time to ask the employer for more information.

My own ideas or exercises:

Skill: Listing Previous Employers and the Tasks that You Performed on the Job

Most employers will ask you about past employment experiences. It is very important to keep certain information about these jobs (if any) at hand. Inevitably, you will be asked to provide information about previous employment on job applications, resumes, financial aid forms, etc. Along with requiring a list of past employers, many individuals or companies will also ask you what you did (tasks) at your previous job(s). This information is important to keep for several reasons. One reason is that it is wise to remember what you have done is so that employers can get some idea of how your past experience and skill could benefit their service or company. It is helpful for you to be able to list the tasks that you have performed because it can give you a good idea of the wide range of skills that you already possess!

List two previous employment experiences and provide the additional information stated below.

Employer:

Address:

Phone Number:

Length of Employment:

Starting Wage:
Ending Wage:

Reason for Leaving:

Job Duties or Tasks:

Employer:

Address:

Phone Number:

Length of Employment:

Starting Wage:
Ending Wage:

Reason for Leaving:

Job Duties or Tasks:

1. If you have previously been employed you may be able to give a lot of information about your past employers. However, if you have forgotten this information or misplaced it, your first step is to think about where you worked. Once you can come up with the full name of the organization, service, etc., you can use the phone book to find out demographical information (e.g., address). If you're having trouble recalling where you worked or who you worked for, call someone you worked with and get some information from them. Try asking others, they could help you as well.

2. Listing tasks or duties that you have performed may take some thought. Don't underestimate yourself when you do this exercise. Part of listing previous tasks is being able to do this simply and in a concrete manner. Take several minutes and think about what you may have done in one day at a previous job. Try to write down these tasks in a clear, concise way; using one task per sentence. Go over each day that you can recall and keep adding to your list of tasks. Again, talking to someone who may have worked with you may help you to recall more about what you did for past employers.

3. Another way to help you recall what tasks you performed at a previous job is to obtain a job description for the position that you used to hold. This can be obtained by requesting one from your past employer or finding one that you may already have in your possession from that job.

   When you obtain a job description, read it carefully. It can help you remember things that you may have forgotten about your job. Many times job descriptions are written in abstract terms or confusing formats. Remember that it is all right to reword sentences, so that each one tells a prospective employer exactly what you are capable of doing. For example, if you helped train another person, explain what that training entailed. What did they learn? What did you do that helped the person learn these new skills or tasks? Be specific!

My own ideas or exercises.

Skill: Listing Previous Volunteer Experiences that Relate to Your Current Occupational Interests

Different volunteer experiences can be just as helpful in getting a job as past employment experiences. Volunteer experiences can include those experiences gained through clubs, organizations or school-related activities. Belonging to an organization or being a volunteer can offer you the opportunity to develop work-related skills that you can use at the occupation you are currently interested in obtaining.

In the space below, list at least one previous volunteer experience and the tasks that you performed during this experience. (Note: some of the exercises from the previous skill may help you with this step.)

1. If you have completed the Career Decision-Making Skills Exercises, you have some idea of what tasks your occupational interest involves. For this exercise, think about the tasks or duties that you would perform at the job of your choice. Now, remembering your past duties as a volunteer or club member, write down the tasks or duties that you learned that would be valuable to you in your chosen occupation.

2. This exercise is directly related to the previous one. Now that you have an idea of what volunteer tasks could help you at your occupational choice, you are ready to explain how each task would help you. For instance, how would these past experiences help you perform at a new job? How would these "transfer over?" Be creative. Discuss some examples and be as concrete as you can.

3. If you haven't had a previous volunteer experience, perhaps you might like to find one. Ask yourself what kind of experience would help you learn skills that you could transfer to your chosen occupational interest.

   You may be able to find some kind of volunteer experience by asking others if they have done volunteer work before and how they got involved. Check with your school and find out what organizations are open for participation. Again, the telephone book is a good resource for you to use to find out what organizations exist and where to find them.

My own ideas or exercises:

Skill: Listing Your Educational Background

Employers will often ask you about your educational background when you fill out a job application or interview for a position. It is important to be able to recall this information because employers want to know if you meet certain requirements.

In the space below, write down information about your educational background. Only fill in the information that is applicable for you.

GED: yes ___ no ___

Date that you earned your GED:

Through what program or school did you obtain the training for your GED?

Name of high school you are currently attending:

Date you expect to graduate:

Honors or awards:

Areas of interest:

Name of junior high school:

Dates attended:

Honors or awards:

Areas of interest:

If you have attended several high schools or junior highs, complete the above process for these schools as well.

1. If you are unsure of the location of a school or if you have other questions about your educational background you can get assistance with this. You might try asking your birth parent. Many times parents keep all school or academic records. These records can also give you more information on grades, teachers' comments and the classes you have taken. Your guardian, caregiver, or a friend of the family may have this information also. Asking others for their input is especially helpful if you want to get more information about your elementary school background.

2. If you want access to your academic records many times a school official can make some information available to you. However, if you are under 18, you may need to have a parent or guardian help you get this information. Different states and educational institutions have varied ways of releasing information.

   Remember that the information you want to get about your educational background will help you and a prospective employer know more about your strengths and personal achievements.

My own ideas or exercises:

Skill: Demonstrating that you are completing, or have completed, high school or a GED.

Oftentimes, employers will want to know if you are completing high school or if you have already finished the requirements necessary for graduation. Your chances for employment, now and in the future, are higher if you complete high school or can demonstrate that you are working to achieve this goal.

I am currently enrolled in high school.

yes ____ no ____

I will graduate from high school on _____.
(date)

I am working on my GED.

yes ____ no ____

I have completed the necessary requirements for my GED.

yes ____ no ____

I will have completed the requirement for my GED by _____.
(date)

1. Many times employers may simply ask you about a graduation date or completion of a GED. In this case, a verbal or written answer is sufficient. This exercise merely involves knowing facts such as:

   - date of graduation
   - completion date for GED
   - future plans for finishing high school or a GED.

2. Sometimes employers may want to verify that you are enrolled in classes or that you are working on a GED. If you have a diploma already, make a xerox copy of it. You can also make a copy of any certificates or documentation that you might have verifying that you have received your GED. Carry these with you to job interviews. This way, you will be prepared to present this verification if asked by the employer.

3. If you are attending high school or working on a GED, you may want to ask an administrator, teacher, or principal if you can use them as a reference to verify that you are working toward completing the requirements for a high school education. Your caregiver or parent can also act as a reference if an employer would like to verify your current educational status.

   Three people I could use as references:

   _____

   _____

   _____

My own ideas or exercises:

Skill: Listing Tools, Office Equipment or Machines that You Know How to Use Safely and Effectively

Job applications will oftentimes include questions concerning the applicant's ability to use certain tools or equipment. You may also be asked about this in an interview as well. It's a good idea to be able to recall your skills with office equipment, etc. when you fill out an application or talk with an interviewer so that they can determine how qualified you are or what training you might need once you are hired.

Think also about your past volunteer or employment experiences. This can include yard work, clubs, child care or work done for friends and neighbors. List as many tools, office equipment or machinery that you have used and list them below.

1. You can add to your list of tools, office equipment, etc. by talking with a friend who you may have worked with or someone else close to you. They might be able to help you come up with some more ideas about your skills and strengths around the different types of equipment that you have used in your past experiences.

My own ideas or exercises:

Skill: Demonstrating Your Knowledge About Questions That Are Commonly Asked by Employers in Job Interviews

Being prepared to answer questions in a job interview may make the crucial difference in whether or not you get the job that you're wanting. Interviewing for jobs takes practice. However, you can do well in your first interview by having some knowledge about what employers ask and how you might answer their questions or inquiries.

Look at the following questions. These questions are ones that many employers ask in job interviews. Your task is to demonstrate your current knowledge concerning how you would answer these interview questions. After each question or statement, write in your response.

Why do you think you would like to work for our company?

What do you know about our company?

Why did you leave your last job?

What interests you most about our product/service?

What type of work do you enjoy most and feel capable of doing?

Do you have any special skills or abilities that would benefit our company?

What is your long-term career goal?

Besides money, what satisfaction do you expect to get from your job?

Do you have transportation to and from work?

Would you be willing to work overtime, if necessary?

How many hours a day are you willing to work?

What are your hobbies and leisure-time activities?

What school subjects do you like the best? Why?

What are your strengths and assets?

Do you have any activities, commitments or responsibilities that might cause you to be absent from work?

When would you be able to start working?

If you are currently working and interviewing for another position, you may be asked the following questions:

Why did you contact me?

What do you like best/least about your current job?

Why have you held so many jobs?

Does your employer know you are planning to leave?

What is the longest period of time you have worked at a particular job?

1. Answering these questions may be easier if you complete the exercises for Career-Decision Making Skills. The more you know about your occupational choice, your strengths and attributes and other important facts, the easier it will be for you to answer questions in an interview.

   Review the work you have done on previous exercises and see if these can help you answer commonly asked interview questions.

2. Sit down with a friend who has worked at the same or similar job as the one you want. Ask them what kinds of questions they were asked in the interview process. Ask them how they prepared for the interview. It also helps to talk to people who have had experience with interviewing others. They can give you some tips on what they look for in the people that they interview.

3. Ask your caregiver or a friend to role-play an interview with you. Give them a list of interview questions to ask you. Practice answering questions and getting comfortable with this process. Ask them to give you feedback on how you did, e.g., what questions did you do well with and/or what questions should you practice on.

My own ideas or exercises:

Skill: Demonstrating That You Have, or Know How to Get, a Social Security Card, Driver's License or Other Picture Identification

More often than not, employers will require that you have certain identifying documents before you can be hired. At the present time, it is important that you provide proof of U.S. citizenship before you begin to work. This means that you will need to get a Social Security card and a driver's license or picture identification if you haven't already done this. Other documentation can be used, but these are the easiest to obtain and carry with you.

Give your response to the following questions:

I have a Social Security card.

yes ____ no ____

My Social Security number is _____.

I do not have a Social Security card, but I know how to obtain one.

yes ____ no ____

If yes, explain this process:

I have a driver's license or some kind of picture identification.

yes ____ no ____

I do not have a driver's license or picture identification, but I know how to obtain one.

yes ____ no ____

If yes, explain this process:

1. If you do not have a Social Security card or if you have lost it, look in your phone book under government agencies or services. The Social Security office nearest you should be listed in this section. You can also try the white pages to locate the office. Call the office and ask what steps you must go through to obtain a Social Security card. Sometimes this process will involve filling out a form and waiting for the card to come in the mail. In any case, the sooner you complete the medical form, the less time it will take to receive your card.

2. If you have completed the necessary requirements for a driver's license and have passed the test you may already have a driver's license. If you don't, look in the phone book under License Examiner, Motor Vehicle or County Services. Make a phone call and find out what you need to do in order to obtain a driver's license (assuming that you have the prerequisites necessary to get one). They can also tell you how to get a new license if you have lost one. You may also want to ask what the charge is to get a new one or a replacement.

3. If you are enrolled in school, you may already have a picture i.d. card. If you have misplaced yours, ask a teacher or an administrator how you can get a replacement card for yourself.

You may also call your local Job Service office to find out where you could get an identification card for work purposes. They might be able to tell you who to contact and where you need to go.

My own ideas or exercises:

Skill: Demonstrating the Ability to Format and Write a Resume

As you get more job experience and think about your future career goals it will be important for you to work on putting together a resume. Many employers will also request a resume in addition to a job application. Some only request a resume. A resume is a detailed record or account of your educational and employment background. It also includes areas such as strengths and capabilities, career interests or specialties and personal references. Resume formats will vary from person to person. However, a neat and concise resume can make a difference in whether or not you are called for an interview.

Much of the information that can be put on a resume is similar to that found on a job application. You can make a resume as detailed as you like, changing and adding to it depending on what job you are applying for.

List 5 areas or kinds of information that you would present on a resume.

A)

B)

C)

D)

E)

1. Doing all the exercises in the Job-Getting Skills area will prepare you for competency in formating and writing a resume. So before you move on to exercises 2 and 3, complete the exercises for the eight skills previously presented. If you have already completed these exercises, you are ready for the following exercise.

2. Go to your local library and check out a book on resume writing. Books that contain information on resume writing will give you detailed instructions on how to write and format your resume depending on what information you think is important for an employer to know about you. Oftentimes, the author(s) will include practice formats that you can use to guide you in writing your own personal resume. Find one of these practice formats or outlines. By using the information that you have from the exercises for Job-Getting Skills, you can complete the format or outline to create your own personal resume.

   After you complete a resume, have it typed up. Share your resume with someone who has experience in writing resumes. Ask them to give you feedback on what you have done. For example, can they get an accurate idea of your capabilities and skill? What do they like about your resume? Does any information need to be changed or added?

3. Complete the following format for a resume. Remember to "tailor" it for your occupational choice. The format will consist of headings or areas. Under each area, write down the information that is requested. Once you have completed this, share it with someone as you did when you completed the exercise above.

Your Name
Address
City, State Zip
Phone Number

CAREER OBJECTIVE

- What would you like to see yourself doing in your chosen occupation?
- What is your career goal?

EDUCATION

- List last school first; include address.
- If appropriate, list date of high school graduation or date GED was completed.

SKILLS

- List the skills or tasks that you think you are proficient at doing as they relate to the occupation you are trying to enter.

EMPLOYMENT EXPERIENCE

- List last place of employment (if any) first; include address, phone number and supervisor's name.

- Note the dates that you were employed for each employment experience.

VOLUNTEER EXPERIENCE

- List all volunteer experiences; include the name of the organization, address and contact person.
- List the duties or tasks that you performed.

REFERENCES

- List 4 people (other than family members) who can serve as references for you.

Name
Title or Position
Address (company or agency, etc.).
Phone number

Name
Title or Position
Address (company or agency, etc.).
Phone number

Name
Title or Position
Address (company or agency, etc.).
Phone number

Name
Title or Position
Address (company or agency, etc.).
Phone number

*Remember that you can obtain other formats for resumes at your local library.

My own ideas or exercises:

Skill: Demonstrating the Ability to Complete a Job Application Form

It is important for you to be able to complete a job application. Being able to respond to requested information is a valuable skill. However, this is not enough in and of itself. You must be able to complete an application form with accuracy (giving the correct information), neatness and legibility. For instance, if an employer cannot read or understand the information you provide, your chances of being called for an interview will not be good. Being able to use correct grammar and spelling is also important. In addition, being able to follow directions or an application form is essential if you are to present yourself to your employer as competent and ready for work.

Complete the following fact sheet (Ansell, p. 7, 1983). The format is very similar to many job applications. Remember to be neat and complete!

Name _____

Address _____

Telephone Number _____ Social Security Number _____

Birthplace _____ Birthdate _____

Person to Notify in Case of Emergency _____

Address and Phone Number _____

Names and addresses of schools attended and date of attendance

Elementary _____

_____

Middle _____

_____

High School _____

_____

Vocational _____

_____

List all machines and equipment that you can operate.

_____

_____

_____

List each job you have held.

a) Company Name _____

Company Address _____

Supervisor's Name _____

Position Held _____ Duties _____

_____

_____

_____

Dates of Employment _____ to _____

Salary _____

Reason for Leaving _____

_____

_____

b) Company Name _____

Company Address _____

Supervisor's Name _____

Position Held _____ Duties _____

_____

_____

_____

Dates of Employment _____ to _____

Salary _____

Reason for Leaving _____

_____

_____

Dates of Employment _____ to _____

Salary _____

Reason for Leaving _____

_____

_____

c) Company Name _____

Company Address _____

Supervisor's Name _____

Position Held _____ Duties _____

_____

_____

_____

References (other than relatives)

Name

Address

Telephone Number

Name

Address

Telephone Number

Name

Address

Telephone Number

Here are some other questions that may appear on a job application.

Do you have any physical or emotional conditions which may limit your ability to perform the job applied for or pose a risk to other employees? If yes, explain. _____

_____

_____

Are you a United States citizen? _____

Are you willing to work: _____ during the day only, _____ any shift other than day, _____ any shift?

Salary or wage expected. _____

Have you had any volunteer experience? If so, where?

_____

_____ _____

_____ _____

_____

1. Once again, you will find that previous exercises can help you with this skill. Knowing what to put down on a job application is "half the battle." To practice filling out job applications obtain at least 3 forms from different employers. You can obtain applications from those jobs that you have some interest in obtaining. Take these forms home and fill them out. After you have completed these, have someone review these with you. They can check for accurateness, neatness, spelling and grammar.

2. For assistance in filling out a job application you can also contact a Job Service office and make an appointment with a JTPA representative. The representative may be able to give you some helpful hints about what employers look for on applications and what to write down for those "hard to answer" questions, e.g., past experience or law violations.

3. Many times, educational institutions, resource centers or community groups will offer seminars for learning job search skills. Contact these groups and ask if anything like a job search seminar is being planned. You may be able to attend for a minimal fee or at no cost. Sometimes classes or seminars concerning employment strategies will also be printed in the newspaper. By attending, you may be able to pick up some valuable information on applying for jobs as well as interviewing and resume writing.

My own ideas or exercises:

WORK MATURITY

Exercises

Skill: Demonstrating Good Attendance and Punctuality at Work

Being on time and having good attendance at work are very important skills to possess. Many employers view punctuality and attendance as indicators of a person's willingness to work. For some, punctuality and attendance are difficult to maintain in a consistent manner. These skills are ones that you will need to monitor yourself based on your knowledge, behavior and the feedback you receive from your employer.

If you are employed and have been working for two weeks or more, answer the following questions.

In the past two weeks I have been on time _____ days.

In the past two weeks I have attended work _____ days.

If you have answered each question with a number less than 12, it would be beneficial for you to complete the following exercises.

1. Buy or make a large calendar for a wall in your room. When you find out what your work schedule will be, write it down on the correct day in large print. Do this immediately so that you can look at your calendar at a glance and know exactly what time you have to be at work and how long your shift will last. This exercise is helpful if you have been late to work or absent because you have forgotten or have become confused about your work schedule.

2. If you've been late or absent and it isn't due to forgetting your work schedule or confusion in work hours, what other factors are involved? Think about what may have caused your tardiness or absence at work.

   I was late to work because I didn't get ready on time.

   _____ yes _____ no

   I was absent because I was ill.

   _____ yes _____ no

   Other reasons for tardiness or absence at work:

If you checked yes on the statements above, or had other reasons for tardiness or absence, take a moment and reflect on some steps you could take to prevent absence or tardiness in the future. Use the space below to list ways you can prevent absences and tardiness.

3. If you have been late or absent from work due to problems with transportation perhaps you need to consider alternative ways to get to work.

   If you live in a large metropolitan area, the bus may be a good option for you. Check in your local phonebook and find the phone number for the bus company. This may be located under commuter transit system or public transportation.

   Find out the following information:

   - Bus schedule and routes (request that this be sent to you).
   - Cost per ride _____.
   - Cost for transfer from one bus to another _____.
   - What days and hours the buses run _____

   _____

   _____

   If you intend to ride the bus, have a plan of action ready in case you miss the bus.

   Taking a taxi is another option you can use. However, using a taxi can be expensive when used over a long period of time, especially if you are traveling a substantial distance. Using a taxi may be a good idea when other options are not available.

You will need to know:

- Phone number of at least two local taxicab companies _____

_____

- Cost per mile _____

_____

Other ways to assure punctuality and lessen absence include:

- Getting up earlier
- Getting plenty of sleep
- Riding a bike to work if other forms of transportation are not available to you
- Carpooling with a reliable friend
- Leaving earlier for work
- Putting your alarm clock across the room from your bed so you have to get up to turn it off
- Eating right and exercising can also help you stay healthy, so that you feel better and lessen the likelihood of illness occurring.

If you find yourself continually late or absent from work on a regular basis, you may want to consider your feelings about your place of employment and the work that you are doing. Talk to your employer about your feelings. Perhaps the two of you can find another solution to increase your ability to be on time and to be consistent with your attendance.

My own ideas or exercises:

Skill: Demonstrating the Ability to Notify My Supervisor if Tardiness or Absence is Anticipated

This is an important skill. It represents taking the responsibility to contact your employer if you are going to be late or absent. This skill is one that you learn informally, e.g., through feedback from others and through monitoring your own behavior. Notifying a supervisor of tardiness or absence, versus no notification at all, is one way to increase your chances of maintaining your current job.

Answer the following questions:

- The person I need to contact in case of tardiness or absence is

_____.

- I can miss _____ days of work without losing pay.

- If I miss work or show up late X number of times, my supervisor has informed me that:

I will be fired	_____
I will lose pay	_____
I will be put on "probation"	_____
I don't know	_____

1. Part of being able to demonstrate this skill requires that you know what is expected of you in this area. It is a lot easier to take action when you know what you need to do.

   If your supervisor has not briefed you on the previous questions, take the time to ask the ones that follow:

   - Is there a certain procedure that I need to follow if I anticipate tardiness or absence?

   - Who do I need to contact if I'm going to be late or absent?

   - Is there a predetermined number of days that I can be absent without losing pay or suffering other consequences (i.e., lose your job, etc.)?

2. It is crucial that you keep your employer informed of anticipated absences. For example, if you plan to be on vacation or need time off, let your employer know of your plans as soon as you can. Two weeks ahead of time is a good time schedule to follow. This will allow your employer to plan around your absence and to take the necessary steps needed to cover your position by finding someone else to perform your tasks while you are away.

   - Keep track of any appointments, etc., that you have scheduled and inform your employer well ahead of time. Tell your employer about anticipated absences directly, not over the phone or through someone else.

- If you are going to be late, call your employer immediately if you are near a phone. Carry your work phone number with you or memorize it.

- Post your employer's phone number by your telephone. You will have the number ready when you need to call.

- If you anticipate that this skill will be difficult for you, ask someone to help you remember to call your employer if you're going to be late or absent.

3. Reward yourself for remembering to notify your employer of tardiness or absence. Do something after work that you really enjoy, or plan a special weekend for yourself.

My own ideas or exercises:

Skill: Demonstrating the Ability to Obtain Transportation to and from My Worksite

Having reliable transportation to and from work is essential. It can often mean the difference between getting a job or being unemployed due to an inability to obtain a reliable, consistent means of travel. Employers find it necessary to hire people they can count on. This includes those people who can guarantee that they can get to work every day by any one of several modes of transportation. As noted in the previous exercises, being able to obtain transportation can also help reduce absences and tardiness.

My current mode(s) of transportation to and from work is:

a) walking _____
b) carpooling _____
c) riding my bike _____
d) driving my car or motorcycle _____
e) taking the bus _____
f) using a taxi cab _____

When I cannot use my usual mode of transportation, I have a plan to use another way to get to work.

_____ yes _____ no

If yes, please explain:

1. If you do not have an alternative plan for transportation ready, it is wise to come up with one. This plan involves knowing about other modes of transportation available to you and how to access them.

   If you live in a large metropolitan area, taking the bus or taxi is an option for you. Look in your local phone book under public transportation. Call the bus and/or taxi companies and find out the following information:

   - How can I obtain a bus schedule with routes and stop information?

   - How much is bus fare? Does it vary depending on the route and/or transfer?

- Can I obtain a bus pass? How much does this cost?

- Where are the taxicab companies located in relation to my place of employment or home?

- What is the cost per mile to use a taxi? If there are several taxicab companies in my area, find out if the cost differs, e.g., which is cheaper or which is most expensive.

Remember to carry these public transportation phone numbers with you.

2. Having your own transportation is perhaps your most convenient option. If you think that riding a bicycle would be the best mode of transportation for you, you may want to consider buying one. Besides walking, this is the least expensive way to travel.

If you would like to purchase a bicycle, ask yourself the following questions.

- What does it cost to buy a bicycle?

10 speed bike - model _____ cost _____
3 speed bike - model _____ cost _____
1 speed bike - model _____ cost _____

What kind of bicycle would be best suited for me? Consider the distance you will travel and the terrain you will be riding on.

It may help you if you call a local bike shop in your community. The owner or a salesperson can help you with questions concerning cost, financing, maintenance and suitability for your needs.

You may also be able to find a bicycle by looking in the classified ads and reading flyers or posters around your community. Garage sales are also great to check out if you're in search of a used bike.

3. Owning a car is exciting and convenient. However, it is the most expensive form of personal transportation. If you are considering the option of buying a car and are licensed to drive, you will need to consider what it will cost to buy, operate and maintain one. Maintaining your car is very important. Without proper care, your reliable mode of transportation can quickly become an unreliable way to get to work.

You will need to consider the following items before you purchase a car.

- The car that I would consider buying is:

  make _____

  model _____

  year _____

- The cost of this car is _____.

- I would pay for the car with:

  cash _____ loan/borrow money _____

  If I borrow the money, I would need $_____ for the down payment.

  The monthly payments would be $_____.

  If I borrow from a bank, I will ask _____ to co-sign a loan for me.

- I would have to pay $_____ for a state license plate.

- What is liability insurance?

- What is collision insurance?

- Liability and collision insurance would cost me (consider your age and the car you selected) $_____ per year.

- When and under what conditions would my insurance rates go down?

- My state requires that I get my car inspected for safety.

  _____ yes _____ no

  If yes, how often and what does it cost?

- Do I need to pay property tax on my car? _____ If yes, how much?

Beyond the cost and operating expenses for your car are maintenance costs. Before you buy a car think about whether or not you will be able to afford:

- oil changes
- tune-ups
- repair costs
- gas
- tires/snow tires
- other periodic maintenance expenditures

If you need more information on obtaining a loan to purchase a car, call a local bank or savings and loan institution. Ask if you can make an appointment with a loan officer. The loan officer can give you all the information you need about qualifying for a loan, interest rates and the entire loan process.

Information about car insurance can be obtained from any insurance company that carries coverage for cars. Insurance rates may differ depending on the company and their policies around age and driving experience. Contact at least two insurance companies and request an appointment. The insurance representative can give you information on obtaining insurance and yearly rates. Compare the coverage with someone who has had car insurance for a number of years, and decide on a policy that fits your needs and your pocketbook.

If you've decided on the year, make and model of the car you want, you can call a dealership in your area and find out if you can obtain a booklet on car maintenance for the car you want. If it is an older model, the library may carry books on car maintenance for your model. Look at what is recommended for periodic maintenance for your car. Once you have some idea about what needs to be done to keep your car in running order, you can contact a dealership or a car repair shop and ask how much labor or parts might be. This way you can get some idea of how much maintenance and repair would cost you.

For questions dealing with car license plates, look in your local phone book under city/county offices. Usually you can find a listing on where you need to go to obtain a license and a phone number to call.

City or county property tax questions can be answered by calling the city or county tax office in your community.

My own ideas or exercises:

Skill: Demonstrating the Ability to Complete Assigned Tasks to the Satisfaction of Your Supervisor

Part of being able to keep a job depends on whether or not you can finish the tasks that your supervisor assigns to you. Most places of employment have deadlines to meet, or a certain pace that they must keep in order to be efficient. Being able to complete assigned tasks to the satisfaction of your employer is one skill that can add to your chances of remaining employed.

Before you begin work each day ask yourself:

- Do I know what my duties or tasks are today?
- Do I have a certain deadline to meet?
- Do I know how to perform the tasks that I have been assigned?
- Do I receive feedback from my supervisor as to the quality of work I am producing?
- Do I know that I am doing a satisfactory job on my assigned tasks?

If you find it difficult to answer these questions, it may be because you have not received enough training or feedback from your supervisor. It is often difficult to complete tasks when you are unsure of what to do or how to do them. Knowing what is expected of you can help you demonstrate the ability to complete assigned tasks to the satisfaction of your supervisor or employer.

1. For this exercise, review the questions that you should ask yourself each day. If you are unsure of any of the questions, ask your supervisor to help you clarify your questions. More often than not, a supervisor will be glad to assist you with this skill. Being conscientious about your tasks is welcomed by employers and co-workers as well.

2. If you are receiving feedback on the quality of your work you will be aware as to how satisfied your supervisor is with your work. Many times this feedback will be verbal or in the form of a written evaluation. In any case, you will be able to judge how satisfied your supervisor is by listening and/or reading your written evaluation.

   Supervisors give feedback in different ways. It can be casual, e.g., a pat on the back or a brief discussion. Sometimes supervisors will give feedback to workers in a meeting. You can use this feedback to improve your work and to feel good about the things that you do well.

   Keep track of the things you hear about your work. When you receive feedback write it down. Make a list each week of all the great things you did at work and the ones that you were recognized for. If there are things that you need to improve, write down ways that you could improve them. And remember, reward yourself for a job well done!

3. If you think that you need feedback or assistance and aren't receiving any from your supervisor you may need to ask for it. Giving employees feedback and praise for good work is part of a supervisor's job. However, this does not always get done. If you find that you aren't receiving any feedback on your tasks you can request it. This may be scary at first, but asking a supervisor for feedback shows initiative and responsibility on your part.

   Approach your supervisor and ask for a time to meet. Simply explain that you would like to talk about your tasks and the work that you are doing. More often than not, a supervisor will take the time to talk with you.

My own ideas or exercises:

Skill: Demonstrating the Ability to Complete Tasks on Time

Being able to complete tasks on time is also important. As noted in the previous exercise, most places of employment have deadlines or a certain pace that they must keep. This skill is one in which you monitor yourself and/or improve your performance through feedback from your supervisor. Again, part of completing tasks on time involves many factors. These factors include:

- knowing what your tasks are;
- knowing how to perform your tasks;
- and knowing the date or time frame in which they are to be completed.

1. Knowing what your tasks are every day will help you tremendously. Once you know what you need to do, you can gauge the time it will take you to do each one. This is easier if you have performed the tasks before. However, just being clear on what you need to do will save you time and give you an idea of what you will need to complete on any given day. Every day, make a list of the tasks that you must complete. Write down the amount of time it will take you, or the deadline you must meet. If you can, follow this list. This will allow you to see which tasks you have completed on time and which ones you still need to work on.

2. Knowing how to complete your tasks can also help you meet deadlines. Everyone, at some point or another, is unsure of how to do something. Being clear on how to perform your tasks can save you time and worry. For instance, it is much easier to finish a task on time if you know how to do it. By not knowing how to do a task, you may find yourself spending more time being confused than being productive. This is easily remedied by asking your supervisor for assistance. If needed, write down the steps you go through to complete your tasks, including what you will do and how the tasks are done. Knowing this information will allow you more time to be doing your tasks and will give you direction.

3. Sometimes you will be given a deadline to meet or a certain time during the day that your supervisor wants a task finished. Being clear on this deadline or time will allow you to complete your tasks on time and to the satisfaction of your employer. Again, it may be a good idea to write down the time frames that you have for your tasks. If you don't need to do this, just knowing for sure and remembering your deadlines will be sufficient. And if you're unsure of your time frame, ask your supervisor.

My own ideas or exercises:

Skill: Demonstrating the Ability to Follow Directions and Ask Questions

This is another skill where you can monitor yourself and use feedback from your employer. Being able to follow directions is beneficial. In doing so, you can complete and finish tasks correctly, hence saving yourself the time and energy it would take to complete a task over again.

Asking questions is also a good way to save time. Rather than completing a task when you're unsure about how to do it, the ability to ask questions can again help you to lessen the likelihood of having to repeat a task. In addition, it shows initiative and an interest in doing things right. It also demonstrates a willingness to learn.

1. Following directions can be easy or difficult, depending on who gives them and/or how clear or understandable they are. You can be fairly certain that you are following directions if you are completing tasks on time and to the satisfaction of your supervisor.

   However, if you find yourself confused by directions that you need to follow, there are several things that you can do. First of all, you have the option of asking another co-worker for assistance. If there is another person doing the same job as you are, ask them to help you. Perhaps hearing the directions or instructions from another co-worker can make things more understandable for you.

2. Another option you have is to go directly to your supervisor if you need assistance with following directions. Your supervisor may be able to explain the directions using different terms or can show you what is expected. Asking questions may be uncomfortable at first, but it is an important skill that you will always need.

3. Most supervisors will give their employers feedback on their work. Listen to what you hear from your supervisor. Is your supervisor telling you that you are doing good work? Perhaps your supervisor has suggested that questions are welcome or that following directions is essential. Use any feedback that you may hear to take action.

My own ideas or exercises:

Skill: Demonstrating a Willingness to Listen and Learn

No one goes into a job knowing exactly what to do or how to do it. Part of keeping a job depends on how you receive feedback and suggestions; and how you translate what you hear into work-related behavior.

To help you determine if you already demonstrate a willingness to listen and learn answer the following questions. Check one or more of the following items.

- When my supervisor is talking with me I acknowledge that I am listening by:

  - making eye contact _____

  - stopping what I am doing _____

  - being genuinely interested in what my supervisor is saying _____

  - engaging myself in conversation with them or answering their questions _____

  - Other _____

    _____

    _____

When my supervisor gives me instructions or directions I:

- act on the directions and follow the instructions I have been given _____

- welcome the directions and realize it is a part of learning _____

- ask questions if I am unsure of how to proceed with my work _____

1. Listening to supervisors or co-workers is a skill that requires practice. Sometimes we can be in a hurry or preoccupied with what we are doing and miss the point or suggestions that someone is offering.

   Listening is a skill you can practice. The next time you are with someone (co-worker, supervisor, friend, etc.) take the time to be attentive. Practice the following:

   - look directly at the person who is speaking

- let the person finish what they are saying before you speak

- if you don't understand what they are saying, ask them to clarify or repeat what they have said

What are some other ways that you can let someone know that you are listening to them?

2. Listening is especially important at work if you are receiving new directions or training. Think of the past week. Write down some things that you learned by listening to a supervisor or co-worker. For example, on one side of a piece of paper write down what the person told you. On the other side, directly across from what you heard, write down how you changed your work behavior as a result of listening.

3. Listening and learning are skills that you can use to maintain your job and to enhance your chance at getting the opportunity to work on different tasks at work.

   You can demonstrate your willingness to learn at work by:

   - asking questions
   - volunteering to do another task once you have completed your assigned ones
   - showing others what you've completed and asking for their opinions or feedback
   - asking for a new and different task to learn
   - asking your supervisor to tell you how you can improve your skill in doing your tasks

   Try to do at least one of the above items a week at work.

My own ideas or exercises:

Skill: Demonstrating the Ability to Solve Work-Related Problems or Situations with Help from a Supervisor or Co-Workers

Sometimes problems at work do arise. These situations might be due to personality differences, differing opinions or different ways of working. It is inevitable that problems will arise at work simply because of the diversity of people with you at work. Some problems or situations may be on a personal level, while others will be more related to the work that you are doing. It is important to distinguish whether or not a problem or situation is personal or whether or not it is related to your work.

If a situation at work requires a solution ask yourself the following questions.

PERSONAL

- Is the problem due to a misunderstanding about a comment that was made or an interaction we had?

_____ yes _____ no

- Is the problem due to anything related to my work?

_____ yes _____ no

If no, please explain. _____

_____

_____

- Did I say something about my personal life that people are continuing to talk about?

_____ yes _____ no

WORK-RELATED

- Is the situation directly related to a work issue?

_____ yes _____ no

If yes, please explain. _____

_____

_____

_____

_____

Distinguishing between personal or work-related problems is important for several reasons. First of all, personal problems or situations at work may need only your attention or "fixing." Work-related problems can involve co-workers, your supervisor and yourself. In any case, it is wise to distinguish the two before you attempt a solution.

1. Solving work-related situations or problems can be fairly simple. To help you with this, follow the steps below.

   - Define the problem. What is the situation and why does it need my attention? Is there anyone else involved?

   - Now, think about your past experiences. Has a similar situation happened before? If your answer is yes, how have you solved a similar situation in the past?

   - Did the solution work? Was it a success?

   - Will that solution help you solve this situation?

   Ask yourself these questions when situations arise. You may find that past experiences will help you solve present ones. By doing this and using the steps, you may find that you'll know who to talk to and what action to take.

2. If you believe that the situation at work is a personal one, take some time and think about your situation. If a solution can wait for awhile, talk to someone at home about it. Talk about what happened, how you feel about it and what can be done to solve it. You may find that you can come up with a solution by talking to someone. Or, you may find that it is more helpful to "let it go" and move on.

3. If a situation arises that is work-related and you find that solving it on your own hasn't worked, it is time to ask for assistance. First decide who is the best person to ask if you need help. Is it your supervisor? Or could someone else (co-worker) give you the assistance that you need? Remember that asking for help when trying to solve a problem is indicative of your willingness to learn and listen, not a weakness.

My own ideas or exercises:

Skill: Demonstrating that I Am Following the Worksite "Dress Code"

The clothes that you wear to work will depend on the atmosphere of your workplace. You will be able to get some idea of what to wear by simply observing and noting what others are wearing. Some workplaces will allow you to wear jeans or casual clothes. Others will require that you dress more formally, especially if you are working closely with the public. It is important to note that clothes take on more importance at some workplaces than others. This too will vary depending on your employer and their policies.

- I know what I can wear to work because:

  I asked my supervisor _____

  I looked at what others were wearing _____

  My supervisor told me once I started work _____

  Everyone wears a special "uniform" _____

The following is a list of types of clothing that I can wear to work.

a)
b)
c)
d)
e)
f)

1. Knowing what to wear can simply involve asking your employer or a supervisor when you are hired. Sometimes a supervisor will inform you of what clothing is permissible in an interview or when you begin working. If your supervisor doesn't do this, go ahead and ask. Again, just knowing what is expected of you will help you demonstrate this skill.

2. Another way to determine what you can wear to work is by looking at what others are wearing. In this way you can get a general idea of what is allowed. If you have questions, ask your co-workers.

3. There may be days when you think that you have dressed appropriately, yet you receive feedback from a supervisor or co-workers that this isn't quite the case! Use any suggestions that they may give you to alter or change your outfits in the future. If you find that you need to purchase more clothing you may want to check out the following options.

    - garage sales
    - bargain stores (clothing at wholesale prices)
    - sewing your own
    - looking for sales
    - saving a certain amount from your paycheck each month to buy a piece of clothing to "mix and match" with your other clothes.

It is only logical that you may lack "work" clothes when you first begin to work. In this case, use your imagination in putting together outfits until you can use the other options listed above.

My own ideas or exercises:

Skill: Demonstrating Healthy Ways for Handling Frustration and Stress that is Work-Related

Our world is a stressful place. This may be especially true at work. Regardless of what kind of work you do, there will be days when you feel frustration and stress in varying degrees. This is normal. It may seem uncomfortable. However, there are ways to lessen the frustration and stress that you feel as a result of your work. Complete the following statements.

- When I am at work and feel "stressed out" or frustrated I help lessen this by: _____

_____

_____

_____

_____

1. Developing healthy ways to handle stress and frustration takes practice. Since people handle stress and frustration differently, various ways of coping with it also differ. If you find that you need an outlet for these feelings, consider the list below:

   Choose at least two ways that you can release some stress and frustration away from your worksite.

   jogging _____
   riding a bike _____
   aerobics _____
   playing an instrument _____
   meditation _____
   deep breathing _____
   talking to a friend _____
   taking a walk _____
   other: _____

   _____

2. From the list in the previous exercise, use the two items you chose and try them out. The next time you come home from work and feel stress or frustration use the items you chose to help you feel better. Try your options for a couple of weeks. If it doesn't work for you, consider trying a few others until you find something that does work. You may also try asking others what they do to handle these feelings. Perhaps their ways of coping can help you too.

3. There may be times that you need to release some stress or frustration at work. Look at the list below and choose at least one item that you could use at your worksite to help you alleviate these feelings.

taking a walk at lunch _____
taking deep breaths _____
talking to your supervisor _____
talking to a friend at break _____
others: _____

_____

_____

There are other ways of handling stress. Your local library may be a good resource for you. Check out a book on coping with stress and find out some other ways to handle your frustration. Again, talking to others about how you're feeling can also give you more insight into other options.

My own ideas or exercises:

BASIC EDUCATION

EXERCISES

Skill: Demonstrating the Ability to Read and Comprehend Written Material at the Eighth Grade Level

In order to gain successful entry into the workforce it is important that you demonstrate the ability to read and comprehend written material at the 8th grade level. This level is a minimum requirement. In other words, it's great if you can read and comprehend written material at a higher level. Being able to demonstrate this skill is essential due to the likelihood that you will be required to read and understand written English in your day to day routine at work. Check the statement below that best describes your ability to demonstrate this skill.

I have demonstrated the ability to read and comprehend written material at the 8th grade level by:

- Successfully completing the 8th grade and reading at a higher grade level ___
- Passing an 8th grade competency test through my state's Department of Education ___
- Passing a remedial reading course designed to increase my ability to read and comprehend material at the 8th grade level or above ___
- Other:

If you've already demonstrated this skill there is no need to proceed with the following exercises. However, if you believe you need assistance with this skill based on report cards, feedback from others or your own experiences, try the next 3 exercises.

1. Contact a local junior high or middle school in your area. Find out if an English teacher or reading instructor could recommend some books to you that could help you achieve 8th grade competency. Obtain some of the books or materials and have someone help you do some reading each day. This can be fun as well as assisting you in increasing your vocabulary and your ability to understand written material.

2. Many times libraries or continuing education programs will offer workshops or courses in reading. Call these resources and tell them you are interested in acquiring more skill at reading and understanding material at the 8th grade level or above. You may find out about a class or other activity that is planned. If they can't help you right away, perhaps they can tell you where you can get assistance.

3. Talk to your teachers at school. Find out how you can improve your reading skills for entry into the workforce. You may find that a teacher will have material that is specially designed to assist you with this. For example, you might be able to obtain reading material that includes work-related terms and phrases geared toward your desired occupational interest.

My own ideas or exercises:

Skill: Demonstrating an acceptable level of written English proficiency at the 8th grade level.

This is also a skill that's essential because at many jobs you will be required to communicate through writing. In addition, it is beneficial to you to be able to demonstrate written English proficiency when making resumes or filling out job applications. Proficiency in this skill includes proper grammar, spelling and legibility (neat handwriting). Based on your past experience, feedback from others and your own knowledge about this skill, you will need to determine if you need further assistance in this area.

Complete the following items:

I know that I have demonstrated an acceptable level of written English proficiency at the 8th grade level because I:

- have received satisfactory marks or grades for this skill in 8th grade or in higher grade levels ___

- have received feedback from others that my ability to write is appropriate for my age and grade level ___

If you believe that you need assistance with this skill try the following exercises.

1. For practice with grammar and spelling, choose a book that you and a friend would like to read. Take a half hour each day and read to each other. If you have trouble with a sentence or the meaning of a word you can help each other. Keep a dictionary close by to look up words if you need to find out their definitions or how they are used in a sentence.

2. Get a group of friends together at least once a week. Start out with a blank piece of paper and have one person start a story. It can be a true story or one that you all make up. As the paper goes around the group, each person adds a paragraph to the story. After you have at least two pages you can stop. Have one person read the story. This is helpful with legibility. You can find out if others can read your writing as well as helping you determine if you have used correct spelling and sentence structure.

3. If you need further assistance with this skill talk to one of your teachers at school. Perhaps a teacher can give you some assistance. There may even be a tutor available to help you with this skill. Tutors can also be located at local universities or junior colleges. Many times college students will tutor as a part of their learning experience and there is no cost for this service. Tutors can also be helpful for increasing your reading skills (see previous skill).

My own ideas or exercises:

Skill: Demonstrating an Acceptable Level of Proficiency in Mathematics at the Eighth Grade Level

This skill is an important one to possess for several reasons. First, you may be required to work with numbers at work. This may consist of counting change or figuring numerical calculations. Secondly, it is very helpful to possess math skills so that you have a basic knowledge base for further math coursework. It is also helpful if further training at your worksite involves math-related tasks.

Complete the following items:

I know that I have demonstrated an acceptable level of proficiency in mathematics at the 8th grade level because:

- I have successfully completed the 8th grade and I am working at a higher grade level in math. ___

- I have completed the 8th grade and math is a course I am successful in. ___

- I have passed an 8th grade competency test through my state's Department of Education and my score demonstrated my proficiency at this skill. ___

If you have not already demonstrated this skill complete the following exercises:

1. Decide what areas of math you excel at. By doing this you can gain a sense of how much you already know. Choose an area that you believe you need to work on, i.e., fractions, multiplication, etc. Sit down with another person who excels at an area that you would like some help in. Have them make up some exercises for you to work on. Use the math books you have from school to help with identifying exercises you could do. If you need to, talk to yur math teacher about some books that would help you learn math skills at a more basic level, i.e., at a lower grade level. Set aside at least two hours a week with someone who can help you with some exercises.

2. Using flashcards is helpful, particularly if you need assistance with addition, subtraction, multiplication or fractions. You can purchase these at stores that carry educational supplies. You may also be able to borrow them from a teacher or another friend to use. Set aside a few minutes each day and have someone help you use the cards.

3. Again, tutors can be helpful. Find a friend to help you with your math. Or, you can ask teachers, friends or other adults if they know of someone who can tutor you. Checking with a local junior college or university may also help you find someone who can help you for a small fee or at no cost.

My own ideas or exercises:

JOB-SPECIFIC PROFICIENCY

EXERCISES

Skill: Demonstrate That I Have Sufficient Knowledge of Important Work-Related Terms or Phrases

Each job that you have will be different in one way or another. One difference may be the terms or phrases that you use. Jobs or professions have specific "jargon" that is used at the worksite. Knowing what work-related terms or phrases are and what they mean can help you do your job more efficiently and with less confusion.

Think about the work-related terms or phrases that you have used, or have heard others use, at your worksite. Use the space below to write these down. After each term or phrase write down what they mean.

1. Look at the terms or phrases that you've listed above. If you've been at your worksite for some time you may be familiar with all the terms or phrases used there. If you have listed some that you are unsure about, your next step is to find out what they mean.

   Try the following:

   - ask a co-worker
   - ask your supervisor
   - read a worksite manual or instruction booklet
   - listen to others use the term or phrase in context and figure out its meaning from how it was used in a particular situation.

2. Pick a day when you are working. Take a small notebook or carry a piece of paper with you. Each time you hear a work-related term or phrase, write it down. At the end of the day look at your list and note the terms or phrases you already know. If there are terms or phrases you are unsure of, ask someone at work the next day.

3. If you can, obtain an instruction or training manual for your position. Go through the manual and circle all the terms or phrases that you already know. If you come across some that you are unsure of, underline them. Go back through the manual and read the terms or phrases that you need assistance with defining. Look back to exercise 1 and try one or more of the options listed there to find out the meanings of the termms or phrases that you don't know.

My own ideas or exercises:

Skill: Demonstrating That I Have the Knowledge Necessary to Operate Any Tools or Equipment at My Worksite in a Safe Manner

Knowing how to operate tools or equipment at your worksite is important for several reasons. First of all, your safety is the number one concern. Secondly, by demonstrating your skill at operating tools or equipment safely you will be able to show that you have acquired this ability for future jobs.

In the space below, list the tools or office equipment that you use at work.

1. Look at the list of tools or equipment that you listed above. For each tool or piece of equipment, write down how it is used. Also include a step-by-step description of how to use it.

2. For each piece of equipment or tool, explain how you know that you are using the tools or equipment safely. To get started, look at the following items. Determine if one of these is an indicator that can help you decide if you are using tools or equipment safely.

   - feedback from co-workers
   - feedback from your supervisor
   - safety regulations from a work manual
   - no injuries

3. Choose a day at work when you will be using the equipment or tools that you have been assigned to use. Ask a co-worker or supervisor to watch you for a few minutes. Have them let you know if there are things that you could do to improve your skills at operating the equipment more safely. Use their comments to reward yourself at already knowing how to use your equipment or tools safely or to improve your ability to do so.

   Note: Part of being able to use tools or equipment safely depends on your supervisor's ability to train you adequately. If you believe that you need more training, let your supervisor know that you would like to get more training. Perhaps you both can set up a time to practice using different office equipment or tools.

My own ideas or exercises:

_____ Self-Sufficiency Skill Inventory
(Name of Youth)

Read the following statements. Under each statement, list the activities or exercises that you completed for each skill and the date that these were completed.

- I demonstrated the ability to identify current vocational or career interests when I:

Date Completed: _____

- I demonstrated that I have knowledge about my selected vocational or career interest when I:

Date Completed: _____

- I demonstrated that I can identify my own personal skills and strengths that would make me suitable for my chosen vocation or career when I:

Date Completed: _____

- I demonstrated that I can identify what training, education or experience is required to pursue my vocational or career interest when I:

Date Completed: _____

- I demonstrated that I can identify the steps that I would go through in order to get the education, training or experience I would need for my chosen career or vocational interest when I:

Date Completed: _____

- I demonstrated the ability to identify employers in my community who would hire a person with the same occupational background as the one I am interested in when I:

Date Completed: _____

- I demonstrated that I can identify resources in my community that can help me prepare to begin to look for employment when I:

Date Completed: _____

- I demonstrated knowledge about how my chosen occupation would help me meet my long-term goals when I:

Date Completed: _____

- I demonstrated that I have knowledge about what steps are involved in looking for employment when I:

Date Completed: _____

- I demonstrated the ability to list previous employers and the tasks I performed for them when I:

Date Completed: _____

- I demonstrated the ability to list previous volunteer experiences that would relate to my current occupational or job interest when I:

Date Completed: _____

- I demonstrated the ability to list my educational background and areas that I excel in when I:

Date Completed: _____

- I demonstrated that I am completing, or have completed, high school or a GED when I:

Date Completed: _____

- I demonstrated the ability to list the tools, office equipment or machines that I know how to use safely and effectively when I:

Date Completed: _____

- I demonstrated that I have some knowledge about questions that are commonly asked by employers in job interviews when I:

Date Completed: _____

- I demonstrated that I have, or know how to get, a Social Security card, driver's license or other picture identification when I:

Date Completed: _____

- I demonstrated the ability to format and write a resume when I:

Date Completed: _____

- I demonstrated the ability to fill out a job application in a satisfactory manner when I:

Date Completed: _____

- I demonstrated the ability to satisfactorily answer questions in a job interview when I:

Date Completed: _____

- I demonstrated good attendance and punctuality at work when I:

Date Completed: _____

- I demonstrated that I know how to notify my supervisor if I anticipate being late or absent when I:

Date Completed: _____

- I demonstrated the ability to obtain transportation to and from my worksite when I:

Date Completed: _____

- I demonstrated that I can complete assigned tasks to the satisfaction of my supervisor when I:

Date Completed: _____

- I demonstrated the ability to complete tasks on time at work when I:

Date Completed: _____

- I demonstrated the ability to follow directions and ask questions at work when I:

Date Completed: _____

I demonstrated a willingness to listen and learn at work when I:

Date Completed: _____

- I demonstrated the ability to solve work-related problems or situations with help from a supervisor or co-worker when I:

Date Completed: _____

- I demonstrated that I follow the worksite "dress code" when I:

Date Completed: _____

- I demonstrated healthy ways for handling frustration and stress that is work-related when I:

Date Completed: _____

Basic Education

I demonstrated the ability to read and comprehend written material at the 8th grade level when I:

Date Completed: _____

I demonstrated that I possess an acceptable level of written English proficiency at the 8th grade level when I:

Date Completed: _____

I demonstrated an acceptable level of proficiency in mathematics at the 8th grade level when I:

Date Completed: _____

Job-Specific Proficiency

- I demonstrated that I have sufficient knowledge of important work-related terms or phrases when I:

Date Completed: _____

- I demonstrated that I have the knowledge necessary to operate any tools or equipment at my worksite in a safe manner when I:

Date Completed: _____